

Messages to Monitors and Schools/Districts

Monitoring the implementation of reform and redesign plans has a dual purpose. First and foremost, monitoring is intended to help schools and districts improve their work through documenting and reflecting on evidence of progress related to the reform efforts outlined in their plans and reflected in the Outcome Criteria on the appropriate Monitoring Tool. However, monitors also have the responsibility to summarize the evidence of progress, including instances where insufficient progress is being made. It is important that all stakeholders understand both of these purposes.

Key Points for Monitoring in 2013-14

- The bulk of evidence summarized in the template comes from monitors (through interviews, observations, and document collection)
- At the end of each visit, monitors will provide a verbal debrief that reviews evidence (in a way that respects confidentiality agreements) and next steps
- Monitors will summarize evidence to date, including information related to leading indicators, in an interim report in January. This report will be used to inform decisions about additional supports and/or monitoring activity. Interim reports will be shared with school/district prior to finalization.
- If a monitor documents that insufficient progress is being made on critical requirements—namely those related to professional learning, the instructional program and data use—then additional MDE staff may be involved in monitoring.
- Evidence that monitors gather and self-assessments completed by the school/district should lead to conversations with the monitor and inform all assessment ratings
- When monitoring 2012 schools, monitors should reinforce that schools in this cohort should focus primarily on implementing requirements related to leadership, professional learning, the instructional program and data use during the first semester. Schools should implement remaining requirements during the second semester and continuing over the remaining years of the plan.